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## BOOK REVIEWS

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*Francis W. Parker School Year Book*, Vol. II, June, 1913, 198 pages, 54 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "The Morning Exercise As a Socializing Influence in the School." It is a distinctive contribution to the literature on social education, and gives a very vivid picture of certain phases of social education as they have been worked out in this school.

This publication is not of the character of the ordinary school reports, but consists of concrete, illustrated descriptions of different pieces of work in the school as they have actually been carried on. The Francis W. Parker School, being unhampered by traditions that beset the average school, and free to experiment in the carrying-out of educational theories, constitutes a sort of educational laboratory. Through the medium of the *Year Book*, the results of the experiments are given from year to year to the educational public.

One of the chief features of the work in this school is the utilization of the social motive in the teaching of the various subjects of the curriculum, and in all the activities of the children.

In the general school assembly, or "morning exercise," the children of the various grades and groups share their experiences and knowledge with the entire school through descriptions and summaries of the work they have been doing, their games, travel, etc. Here questions relating to the school community are worked out in the "town meeting," and other forms of exercises. The great floods of inspiration that go coursing through the school find their chief origin here. And through the morning exercises the big children and little, as well as the entire faculty, are brought together and their interests molded into those of one big family.

Volume II of the *Year Book* describes the morning exercises as they are conducted in the school. It contains a brief history of the morning exercise, an article on the purposes and values of the morning exercise, six articles showing concretely types of preparation of morning exercises that have been given in the school, verbatim reports of a large number of exercises, exercises for special days, a classified list of nearly three hundred typical exercises that have been given in the school, and other valuable material.

THE AUTHORS

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*Sixth Annual Report on the Medical Inspection of School Children in Dunfermline, 1911-12.* By L. D. Cruikshank, M.D. Pp. 120. Published under Carnegie Dunfermline Trust by Turnbull & Spears, Edinburgh.

The public-school system of Dunfermline, Scotland, with a population of 5,417 school children showing a percentage of attendance of 90.2 is represented in this report. The medical service of these schools consists of inspection of the physical condition of the children, each child having a careful medical examination upon entrance, upon passing into the Senior division, at 11 years of age, and just before leaving school.

The examination includes height, weight, nutrition, cleanliness, the skin, adenoids, tonsils, glands, hearing, speech, mentality, heart and circulation, lungs, and nervous system. Special attention is given to tuberculosis and other infectious diseases, deformities, and the eyes.

After medical inspection, the case is followed up in the home by the school nurse and by the Civic Guild, a voluntary body organized to look after the social well-being of the citizens of Dunfermline, especially "the necessitous and suffering children." There were 556 such visits paid. When the routine school examination cannot be made sufficiently thorough, the child is sent to the School Clinic, where the case is studied in the medical, dental, or eye department. If there is no family physician the Clinic advises with the parents, teachers, or others directly interested in the child and institutes necessary treatment—the Clinic being equipped to provide medicine, to prescribe and furnish eye-glasses, and to handle orthopedic defects by special medical gymnastics in a department well appointed with Swedish apparatus for the work. Medical gymnastics is regarded as supplementary to the educational gymnastics which is systematically carried on in all the schools. Dunfermline is fortunate in the assistance of the Trustees of the Carnegie Fund, who have voted £20,000 for the establishment of a fully equipped School Clinic and College of Hygiene.

Careful survey is made of the school buildings by the architect and medical inspector with especial regard to overcrowding, sanitary conveniences, lavatories, drinking-water, cloak rooms, and the doors, desks, seats, gangways, heating, lighting, ventilation, and schoolroom apparatus of the classrooms and gymnasia.

The report urges the importance of providing experimental and open-air schools for the prevention of tuberculosis and its cure, emphasizing the battle note of modern medicine—prevention, and in conclusion raises the hygienic ideal for every growing child to that of "abundant health."

JOSEPHINE YOUNG

UNIVERSITY OF CHICAGO

*The Newton Public Schools, Annual Report of Superintendent F. E. Spaulding to the School Committee.* Published by the School Committee, Newton, Mass., 1912. Pp. 151. Paper.

The Annual Report of Mr. F. E. Spaulding, superintendent of the schools of Newton, Massachusetts, has just appeared. In this report, he not only holds to the high standard set by his reports for several years past, but here surpasses his own previous best work in many ways. So far as it goes—and as compared with the usual report it goes a very long way—it is a model of what a school report should be. It is a publicity message from the superintendent of the city schools to his constituency which shows simply, accurately, and clearly just what the schools are attempting, where the emphases are being placed, where the moneys are being expended, where economies are being attempted, and the plans that are being made for the future.

The report presents certain questions in terms that the layman can understand; it answers those that the superintendent is expected to answer, and presents the facts needed by the layman for answering the questions asked of him. Some of the questions are: What are the Newton schools trying to do? With what success? Do you approve their policy? Is it carried out economically? Is it administered efficiently? Can we afford to continue it? Can we afford not to continue it?